

Markscheme

November 2022

History

Higher level and standard level

Paper 1

27 pages

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Prescribed subject 1: Military leaders

1. (a) How, according to Source A, did the Capetian monarch Philip II expand his control over territory in France? [3]

- Philip II raised troops for a first campaign to take control of all the Norman Vexin.
- Philip II also made a second incursion into Normandy, taking more territory.
- Philip II destroyed several strongholds and took numerous prisoners.
- Philip II concluded an agreement with John Lackland.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [3].*

(b) What does Source D suggest about the political relationship between Richard I and Philip II? [2]

- Philip II is the only one wearing a crown and holding a sword, suggesting his superior power.
- Richard I is kneeling and paying homage to Philip II, which means he is accepting Philip II's authority.
- The presence of armies on both sides suggests that the relationship between Richard I and Philip II was unstable and could lead to conflict.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [2].*

2. With reference to its origin, purpose and content, analyse the value and limitations of Source A for an historian studying the expansion of the Capetian monarchy.

[4]

Value:

- The source was written by an historian who was contemporary to the events.
- It is a chronicle written with the aim of recording the deeds of Philip II.
- It provides information about the conflicts between Philip II and the English kings.

Limitations:

- Since it is based on contemporary accounts it lacks the benefit of hindsight.
- It is not clear from the source how successful Philip II was in expanding his control.
- The information about Philip II's actions could have been exaggerated to highlight his reputation.

*The focus of the question is on the value and limitations of the source. If **only value or limitations** are discussed, award a maximum of [2]. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For [4] there must be at least one reference to each of them in **either the value or the limitations**.*

3. Compare and contrast what Sources B and C reveal about the expansion of Philip II’s control in France.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	• The response does not reach a standard described by the descriptors above.

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.

Comparison:

- Both sources suggest that the timing was right for Philip II’s plans to expand his control.
- Both sources mention that Philip II’s expansion could be limited by an oath sworn to Richard I.
- Both sources state that Richard I’s seneschal and men resisted Philip II.
- Both sources mention Philip II’s alliance with John Lackland against Richard I.

Contrast:

- Source B suggests that Philip II’s plans were hindered due to Pope Celestine’s refusal to absolve him from the obligation of his oath, whereas Source C states his plans could be considered legal.
- Source B claims that John Lackland signed a treaty and paid homage to Philip II, whereas Source C states he was stopped from joining Philip II by Richard I’s ministers and his mother Eleanor.

4. Using the sources and your own knowledge, evaluate the success of Philip II’s policy of expansion.

[9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

Source A Philip II succeeded in conquering territories including the Vexin and other regions in Normandy, destroying strongholds and taking prisoners; but he failed to capture Rouen and was forced to withdraw. Philip II tried to conclude an alliance with John, but this proved to be unsatisfactory.

Source B Philip II’s proposal of an alliance with John was successful and John paid homage to the French king. However, John’s plans were stopped by the barons in England. Concurrently, Philip II rejected Richard I as a vassal and demanded the seneschal of Normandy recognise Philip II’s rule, but he refused to do so.

- Source C** Philip II's plan was to claim Richard I's lands based on legal terms. Philip II also tried to gain territory by allying with John and controlling the seneschal and nobles of Normandy, but this policy failed. John was stopped by Richard I's ministers and his mother, and Richard I's men in Normandy refused to accept Philip II's claims.
- Source D** Phillip II is the leading political authority and Richard I is acknowledging his command by paying homage. However, the presence of armies on both sides suggests Philip II's authority could be challenged.
- Own knowledge** Candidates may offer further details about the Treaty of Messina, signed between Philip II and Richard I in 1191. They can also mention the alliance with Count Baldwin IX of Flanders to aid the advance over Angevin territory. Candidates may also make reference to Richard I's absence during the Third Crusade and his subsequent captivity under the Duke of Austria, Leopold V, on his way back to Europe, which benefitted Philip II's plans in France. They can also refer to Richard I's men in Mantes accepting Philip II's authority in 1193. Candidates may challenge the question by referring to the success of Richard I on his return when he was able to regain a number of fortresses, fought Philip II's army in the battle of Fréteval, and took control over the Vexin. Candidates may also argue that between 1198 and 1199 Philip II's position was weak, he had lost the loyalty of many men and only recovered his power after the death of Richard I in 1199.

Prescribed subject 2: Conquest and its impact

5. (a) What, according to Source E, was the reaction of the Jewish elders to the Alhambra Decree? [3]

- The elders pleaded for the decree to be annulled.
- One of the elders spoke to defend the Jewish people.
- The elders decided to ask for an extension of time.
- They believed that the king had decided to destroy all of the Jews.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [3].*

(b) What does Source F suggest about the meeting between the Catholic Monarchs and the representative of the Jews in 1492? [2]

- The monarchs seem disinterested.
- The Church was opposed to the meeting.
- The Jewish representative is in a weak position as he is alone.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [2].*

6. With reference to its origin, purpose and content, analyse the value and limitations of Source H for an historian studying the expulsion of the Jews in 1492.

[4]

Value:

- As a thesis written in 2018 it offers the benefit of hindsight.
- The purpose of the source is to specifically research the expulsion of the Jews from Spain.
- The source gives reasons for the expulsion of Jews from Spain.
- The source offers detailed information on the economic consequences of the expulsion.

Limitations:

- The author is a student and not a professional historian.
- The source is mainly focused on the economic impact and does not consider other aspects of the expulsion.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of [2]. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For [4] there must be at least one reference to each of them in **either** the value **or** the limitations.*

7. Compare and contrast what Sources G and H reveal about economic change due to the expulsion of the Jews.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	• The response does not reach a standard described by the descriptors above.

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.

Comparison:

- Both sources state that Spain’s economy was negatively impacted.
- Both sources suggest that Jewish economic activities were affected.
- Both sources claim that some non-Jewish people benefitted from the expulsion.

Contrast:

- While Source H states that the Spanish economy suffered greatly, Source G suggests that this only caused a short-lived decline.
- Source G states that most of the Jews played limited economic roles, whereas Source H suggests that they were very significant to the Spanish economy.
- Source G states that most prosperous Jews had already converted by the fourteenth century and remained in Spain, whereas Source H suggests that there was a great loss of Jewish financial experts after July 1492.

8. Using the sources and your own knowledge, examine the impact of the Alhambra Decree (1492) on the Jews in Spain.

[9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7-9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4-6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1-3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above

Apply the markbands that provide the “best fit” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

Source E After the Decree, the elders begged the Catholic Monarchs to have it annulled or at least to have an extension of time to leave, but they were not listened to. The Jews felt threatened and believed the king had decided to destroy them.

Source F The Jewish representative was in a weak position and his pleas were not listened to. The Church and the monarchs were against him and so he had no support.

- Source G** Jews were severely affected as they had only four months to leave Spain. It was difficult for Jews in Spain to be able to sell their possessions at a fair price and they were forbidden from taking any gold or silver out of Spain. Some converted rather than leave. However, very few prosperous Jews were affected by the Decree.
- Source H** There was a great loss of Jewish financial workers and experts. Many foreign bankers and moneylenders replaced the Jews.
- Own knowledge** Candidates may offer further details of the impact of the Decree such as that around 200 000 Jews converted to Catholicism and about 100 000 were expelled. Many of the Jews fled to Italy, Germany, the Middle East, and North Africa. As *conversos*, some Jews enjoyed social and commercial success in Spain. They competed with the Church and aristocrats for influence over the royal families. Jews and *conversos* also played an important role during the Reconquista War because they had the ability to raise money for war through their trade networks. Candidates may argue that the Decree furthered historical hostility against Jews in Spain. At the time of expulsion, the monarchy and other powerful families seized Jews' valuable assets, including debts owed to them by aristocrats and even the monarchy itself. So, much of the wealth of the Jewish community remained in Spain.

Prescribed subject 3: The move to global war

9. (a) What, according to Source I, was the impact of the Japanese invasion of China in 1937? [3]

- Schools and colleges were demolished.
- Everything of value was taken, including household items.
- The invasion deprived the survivors of their livelihoods.
- Chinese children were deported to other countries to be trained to hate everything Chinese.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [3].*

(b) What does Source J suggest about Japan's invasion of China between 1937 and 1941? [2]

- Japan had initial successes.
- By 1941, areas controlled by the Japanese were mainly in the north and east of China.
- Vast areas in the south and west were still under Chinese Nationalist or Communist control.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [2].*

10. With reference to its origin, purpose and content, analyse the value and limitations of Source I for an historian studying the Sino-Japanese War (1937–1941).

[4]

Value:

- As the wife of the Nationalist leader, Madame Chiang Kai-Shek will be well informed about the course of the Sino-Japanese War.
- Its purpose is to record the impact of Japanese actions in China.
- The objectives, actions and policies of the Japanese are described

Limitations:

- Being Chiang's (Jiang's) wife, her account may be highly subjective.
- The language used in the book is very emotive and critical and could be seen as propaganda.
- The source was written in 1940, when events were still unfolding.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of [2]. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For [4] there must be at least one reference to each of them in **either** the value **or** the limitations.*

11. Compare and contrast what Sources K and L reveal about Japan’s invasion of China in 1937.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	• The response does not reach a standard described by the descriptors above.

*Apply the markbands that provide the “best fit” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.*

Comparison:

- Both sources state that the Nationalist government moved into the interior.
- Both sources suggest that the Japanese were unable to successfully control the areas they occupied.
- Both sources state that the Chinese economy was affected by the Japanese invasion.
- Both sources mention the resistance of the Nationalists and Communists to the Japanese invasion.

Contrast:

- While both sources discuss the effects of the invasion on the Chinese economy, Source K also highlights the negative effects it had on the Japanese economy.
- Source L states that the Japanese were successful in containing Communist expansion, whereas Source K states that Communist forces returned after the Japanese departed.

12. Using the sources and your own knowledge, evaluate the success of the Japanese invasion of China in 1937. [9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

Source I Indicates that the Japanese initially met with success and were able to take control over many aspects of Chinese society. The Japanese destroyed schools and colleges as they were centres of resistance.

Source J Despite initial early success in the north and east, vast areas of China were still under Nationalist/Communist control by 1941.

- Source K** Identifies the areas of China that were successfully seized by the invading Japanese army in 1937. However, it also states that the Japanese were unable to hold the territory they had conquered. The damaging impact on both the Chinese and Japanese economies as a result of the invasion clearly shows a lack of success.
- Source L** The Nationalists and Communists resisted Japanese attempts to gain territory by trading space for time so that the Japanese were only able to take the northern provinces. The Japanese were unable to force the Nationalists to surrender, negating the possibility of a quick Japanese success.
- Own knowledge** Candidates may evaluate the role of the Second United Front as a contributory factor in preventing Japanese success. Despite early territorial gains in 1937, the attack on Shanghai in August 1937 demonstrated that a rapid military victory was unlikely and complete success was uncertain. Candidates may refer to the fact that by the start of 1938 the Japanese government had effectively lost control of the military in China. The war became a stalemate following a series of Japanese defeats. After 1940, pro-Japanese puppet governments were established in China with limited success as the support of these leaders was inconsistent. Candidates may also evaluate the role of foreign support for China as a key factor in negating the possibility of a Japanese success. The oil embargo imposed by the US, Great Britain and the Netherlands in July 1941 was a decisive turning point in the war, making military success virtually impossible.

Prescribed subject 4: Rights and protest

13. (a) What, according to Source O, were the reasons for the MK (Umkhonto we Sizwe— “Spear of the Nation”) adopting the armed struggle? [3]

- People’s patience with non-violent methods was not endless.
- The MK had no choice but to fight to defend their people.
- The peaceful nature of the African National Congress (ANC) was seen as a weakness.
- The government had used armed force without any fear of reprisals.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [3].*

(b) What does Source N suggest about the events at Sharpeville in 1960? [2]

- There were a lot of police at the scene.
- Some protestors were killed or wounded.
- The police appear to show no urgency to help.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [2].*

14. With reference to its origin, purpose and content, analyse the value and limitations of Source M for an historian studying the Sharpeville massacre (1960).

[4]

Value:

- It is a contemporary report produced just three months after the events at Sharpeville.
- As an official report into events, its purpose was to examine why the massacre happened.
- The source provides reasons for the actions of the police.

Limitations:

- As the author was the commission appointed judge, his account may be favourable to the government and police.
- The purpose of the source appears to be to absolve the police of wrongdoing and blame the protestors.
- Not all police who fired were called as witnesses.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of [2]. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For [4] there must be at least one reference to each of them in **either** the value **or** the limitations.*

15. Compare and contrast what Sources O and P reveal about opposition to apartheid. [6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	• The response does not reach a standard described by the descriptors above.

*Apply the markbands that provide the “best fit” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.*

Comparison:

- Both sources discuss non-violent methods
- Both sources state that non-violent means have failed.
- Both sources mention a change of methods in opposing apartheid.
- Both sources suggest that there would be resistance to change.

Contrast:

- Source O focuses on the reluctance of the government to end apartheid, whereas Source P focuses on the role of the white minority
- Source O focuses on the use of violent methods, whereas Source P only discusses peaceful methods.

16. Using the sources and your own knowledge, discuss the significance of the Sharpeville massacre to the movement against apartheid.

[9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

Source M The report was a clear attempt to justify the actions of the police by blaming the protestors for the attack. The protestors realised that their voices were not being heard.

Source N Some protestors had been wounded or killed. The total lack of concern by the police caused great anger and bitterness amongst the protestors increasing support for the anti-apartheid movement.

- Source O** The extract from the manifesto condemns the government attacks, such as Sharpeville. It suggests that peaceful methods have failed and that it was time for a change in tactics from non-violence to armed struggle.
- Source P** Peaceful methods were clearly not working and that the majority of the white population had no appetite for change. Political change after Sharpeville continued to be slow and anti-apartheid activists went into exile.
- Own knowledge** Candidates may argue that the Sharpeville massacre led directly to the African National Congress (ANC) and the Pan-African Congress (PAC) abandoning non-violence, with the ANC setting up Umkhonto we Sizwe and the PAC creating Poqo. Candidates may also argue that the events at Sharpeville represented a turning point as the UN called for sanctions against South Africa and many investors took their money out of the country. Candidates may also refer to the fact that many young South Africans left the country to get military training in China, the USSR and independent African countries. Alternatively, it could be argued that the South African government became even more resolute in upholding apartheid and that the authorities remained firmly in control through the expansion of the security forces and the Rivonia Trial. By 1964 South Africa appeared to be a police state with resistance firmly beaten.

Prescribed subject 5: Conflict and intervention

17. (a) What, according to Source R, were the advantages of the colonial system for the Tutsi in Rwanda? [3]

- The Tutsi held an exclusive political monopoly.
- The Tutsi enjoyed economic dominance.
- Only Tutsi behaviour was considered socially acceptable.
- The Belgian administration supported the Tutsi monopoly.

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [3].*

(b) What does Source T suggest about the Tutsi and the Twa in Rwanda in the 1950s? [2]

- Relations between the Tutsi and the Twa were friendly, as indicated by them shaking hands.
- The Tutsi were more prosperous, as indicated by their clothing and wristwatch.
- There were physical differences between the Tutsi and the Twa

*The above material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. Award [1] for each relevant point up to a maximum of [2].*

18. With reference to its origin, purpose and content, analyse the value and limitations of Source R for an historian studying Belgian colonial rule in Rwanda.

[4]

Value:

- It is contemporary to Belgian colonial rule, written by Hutu intellectuals.
- It indicates how the Hutu elite wanted the international community to perceive the Rwandan social order under Belgian colonial rule.
- It details Belgium's support for the maintenance of a Tutsi monopoly and warns about its dangers.

Limitations:

- It only gives a Hutu perspective of the situation.
- As a manifesto, it may be exaggerated to highlight the Hutu's plight.
- The source was written in 1957, when Belgian colonial rule was ongoing.

*The focus of the question is on the value and limitations of the source. If **only** value **or** limitations are discussed, award a maximum of [2]. Origin, purpose and content should be used as supporting evidence to make relevant comments on the value and limitations. For [4] there must be at least one reference to each of them in **either** the value **or** the limitations.*

19. Compare and contrast what Sources Q and S reveal about the use of identity cards in Rwanda by the Belgians.

[6]

Marks	Level descriptor
5–6	• The response includes clear and valid points of comparison and of contrast.
3–4	• The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.
1–2	• The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.
0	• The response does not reach a standard described by the descriptors above.

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**.

Comparison:

- Both sources mention that identity cards were introduced during the 1930s.
- Both sources state that identity cards were still in use during the 1994 genocide.
- Both sources claim that identity cards ethnically divided society.
- Both sources suggest that as a result of identity cards, racial discrimination became a key issue for Hutus.

Contrast:

- While Source S states that classification was based on anatomical features, Source Q claims that ownership of cows was used as the key criterion.
- Source S claims that Tutsi and Hutu did not see each as different races before the arrival of the Belgians, whereas Source Q indicates ethnic divisions existed in the pre-colonial period.

20. Using the sources and your own knowledge, examine the contribution of Belgian colonial rule to the 1994 Rwandan genocide.

[9]

Marks	Level descriptors		
	Focus	Use of sources	Own knowledge
7–9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4–6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1–3	The response lacks focus on the question.	References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above	The response does not reach a standard described by the descriptors above

Apply the markbands that provide the “**best fit**” to the responses given by candidates and award credit **wherever it is possible to do so**. The following material is an indication of what candidates **may** elect to write about in their responses. It is neither prescriptive nor exhaustive and **no set answer is required**. While it is expected that there will be coverage of **at least two** of the sources, candidates are not required to refer to all four sources in their responses.

Indicative content

Source Q Although Belgians cannot be blamed for having created ethnic divisions in Rwanda, the introduction of identity cards made such divisions more rigid and inflexible, contributing to the genocide in 1994.

Source R The indirect Belgian administration maintained the Tutsi monopoly and favoured Tutsi culture. The Hutus warned the international community about the dangers of continuing the Tutsi monopoly.

- Source S** Before the arrival of the Belgians, Tutsi and Hutu people did not see each other as different races, however, the Belgian introduction of identity cards promoted explicit racial discrimination. Identity cards were used to rapidly identify and kill Tutsis during the 1994 genocide.
- Source T** Although there were differences between the Tutsi and other social groups during Belgian rule, relations appeared peaceful.
- Own knowledge** Candidates may examine how Belgian colonial rule exacerbated ethnic tensions through segregation, which contributed to the genocide. For example, Belgian administrators replaced all Hutu chiefs and sub-chiefs with Tutsi. Tutsis were favoured in education, which increased divisions amongst different groups. Candidates may also argue that Belgian rule destroyed pre-colonial cooperation. For example, the Belgians used Hutus as forced labour for agricultural and infrastructural projects, and the Tutsi brutally enforced the system. Candidates may argue that before Belgian rule there was social mobility, Hutu and Twa could achieve the rank of Tutsi during the 19th century. Candidates may suggest that social division, economic stratification and racial classification promoted by Belgian colonial rule resulted in Hutu radicalization, as evidenced in the the creation of the Hutu power movement that gained control over government in the 1990s. The Hutu Ten Commandments may be cited as evidence of anti-Tutsi propaganda. Candidates may still consider other contributions to the genocide, including difficult economic conditions and the threat of the RPF, which led Habyarimana to fuel ethnic tensions.
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